**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:1st Grade** | | | **Date(s)**: 9-12-12 to 9-14-12 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task:** Writing an Opinion | | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Character bubble maps (Task 2)**  **rules for sharing circle**  **role chart for leader** | | | | **Sharing circle – a safe place to share thoughts**  **capitalize – to begin a word or group of words with a capital letter**  **punctuation – symbols used to make writing clear**  **opinion – what you think and believe**  **retell – telling what happens in the story using details** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.1 -** Ask and answer questions about key details in the text.  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **I Can Statement(s):**  I can retell the story using details.  **Instructional Plan:**  *Day 1 and 2*  **APK –** Review and retell the three stories read about friendship using the character bubble maps (Task 2) as a reminder. As the details are reviewed, the teacher should comment about what s/he liked best about each story. After reviewing the stories that have been read, the teacher will explain that students are now going to discuss what they liked about these books, but they are going to hold their discussions in small groups called “Sharing Circles.” S/he will explain that this is a very “grown-up” way of having conversations about important topics, and now that they are in first grade, s/he is confident that they will be able to handle the personal responsibility that will be required for this to work well.  **Guided Practice -** The teacher will set up book discussion groups (sharing circles) consisting of 3-4 students, one of which is the **designated leader**. Each circle will operate using the same set of rules:   * Everyone, including the leader, gets to share. (See attachment for the leader’s role.) * Everyone should try to contribute, but you can skip your turn if you wish. (. . . when first beginning circles. As students become more familiar with this strategy, each student should be prepared to participate.) * Everyone listens to the speaker. * Everyone has the same amount of time in which to speak. * Everyone listens respectfully . . . no interruptions, criticisms, etc.   Make a chart of rules for students to refer to throughout the year.  **(Day 2 – Review the sharing circle rules and then begin modeling. Continue as directed below.)**  The teacher will ask two – three students to join her as she models the process of active participation in a discussion group. The remaining students will be asked to participate as observers, making mental notes of how well each person followed the discussion rules. After the modeling experience, the teacher will ask students which of the rules they observed being practiced, and which needed improvement.  **Independent Practice –** Students will participate in the sharing circles. **Topic -** “The part of this book that I liked the best was when. . . . .”  Procedure:   * 1. The teacher will divide the students into groups of 3-4.   2. The teacher will give each group a copy of one of the books about friendship to discuss. It is suggested that each group have the opportunity to discuss 3-4 books, rotating the books from group to group.   3. The teacher will circulate from group to group providing support with rules and routines as needed.   **Closure –** Revisit the I can statement. Have students vote on their favorite book. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):**  I can write my opinion.  **Instructional Plan:**  *Day 3*  **APK -** In order to introduce students to the genre of opinion writing, the teacher could read and discuss the book ***Click, Clack, Moo: Cows that Type*** by Betsy Lewin.  **Guided Practice** - **­**The teacher will **model** the process by writing about her favorite book (from Days 1 and 2 discussions) using either the document camera or transparency.   * Model using capital letters at the beginning of sentences. * Model using punctuation at the end of sentences. * Model using capital letters for the names of characters and the pronoun “I”. * Model spelling known words correctly. * Model using the Word Wall for frequently used words that have been taught. * Model sounding out unfamiliar words. * Model looking at anchor charts for help   **Independent Practice -** After the teacher has **modeled** this task, students will be provided a piece of primary story writing paper and allowed adequate time to write and illustrate their own opinion piece on the same topic. As students work independently, the teacher will monitor, conference, and provide support as needed.  In order to assess progress and plan for explicit writing instruction, the teacher will make anecdotal notes about individual student strengths as well as areas needing improvement.  Students will choose their favorite story from the ones read, state the title, and give three reasons why it was their favorite book. Example:  *My favorite book about friends is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_.*  *I like it because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  **Closure –** Revisit the I can statement. Have students turn to their shoulder partner and read their opinion. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.  **L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase.   **I Can Statement(s):**  I can determine the meaning of unknown words and phrases.  **Instructional Plan:**  Using prepared word cards, students will examine words and their definitions.  Words will be put on the ELA word wall for future reference. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.1 -** Participate in collaborative conversations with diverse partners about grade 1 topics.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   **SL.1.4** - Describe people, places, things, and events with relevant details, expressing ideas and feeling clearly.  **SL.1.6** - Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1 and 3 for specific expectations).  **I Can Statement(s):**  I can participate in a discussion.  I can produce complete sentences to describe my favorite part.  **Instructional Plan:**  **See Day 1 and 2 in the reading section.** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Have students choose their favorite book about friendship and create an advertisement about the story that can be showcased in the media center to encourage others to read the book and learn more about the topic of friendship. Reflect on the qualities that made the book or text great. | | Struggling writers would benefit from the support of a ***story frame*** for this writing activity. Example:  My favorite book about friends is \_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_.  I like it because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Another reason I like it is because \_\_\_\_\_\_\_\_\_\_\_\_\_.  I also like it because\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Some students may need to dictate the missing parts of the story frame to an adult and have several opportunities to practice reading. | | | “Entering” (non-English/novice) will be able to choose words from a word bank.  “Entering” (non-English/ novice) will be able to copy a model piece of writing. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** The teacher will use the ‘checklist for writing about my favorite book’ as an informal assessment. Students will also be observed on a daily basis to determine their level of understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*